

GRADE 4 STANDARDS AND LEARNING ACTIVITIES

Strand: Language Development *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

DISCUSSION

4.LD-D.1. Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas.

*Example: In literature discussion groups, using texts such as *Tales of a Fourth Grade Nothing* by Judy Blume and *The Whipping Boy* by Sid Fleischman, students take on roles of leader, scribe, and reader as they discuss questions they have generated in preparation for class. Students then generate a list of relevant questions that are answered by members of another group.*

QUESTIONING, LISTENING, AND CONTRIBUTING

4.LD-Q.2. Summarize major ideas and supporting evidence presented in spoken messages and formal presentation.

4.LD-Q.3. Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

Example: Students prepare a "how to" speech including several steps (e.g., how to build a kite, cut a jack-o-lantern, make an origami figure). Students use a student/teacher-generated rubric to grade the presenter and ask thoughtful questions upon the conclusion of the speech.

4.LD-Q.4. Identify how language use (sayings, slang, idioms, usages) reflects regions and cultures.

Example: Students make and define a list of sayings that they, their parents, grandparents, and other family members use and identify the states, countries, regions and cultures where the sayings are regularly used.

ORAL PRESENTATION

4.LD-O.5. Use teacher-generated rubric (scoring guide) to prepare the presentations described in this section.

4.LD-O.6. Express opinion of a political speech in an organized way, with supporting detail, good eye contact, adequate volume, and clear pronunciation.

Example: Students read portions of Reverend Jesse Jackson's "1984 Democratic National Convention Address" and report briefly on what their opinions are of his call to come together.

4.LD-O.7. Make informal presentations that have a recognizable organization (e.g., sequencing, summarizing), using clear enunciation and adequate volume.

4.LD-O.8. Use teacher- and student-generated assessment criteria to assess presentations.

*Example: Students practice short poems, soliloquies, or dramatic dialogue from such texts as *A Pizza the Size of the Sun* by Jack Prelutsky, *"Those Winter Sundays"* by Robert Hayden, *"Hope" is the thing with feathers* by Emily Dickinson. Students present them to third grade classes. Students generate a rubric listing the criteria and assess others' recitations.*

Strand: Language Development *(continued)*

VOCABULARY AND CONCEPT DEVELOPMENT

4.LD-V.9. Determine the effect of affixes on roots.

Example: Students work in groups to create a list of words with affixes. Groups exchange lists with another group and record the effect of the affixes on the meanings of the words. For example, students explain the effect of “un” on roots such as “happy” or “common” to make the words “unhappy” or “uncommon.”

4.LD-V.10. Use knowledge of morphology or the analysis of word roots and affixes to determine the meaning of unfamiliar words.

Example: Students are given a list of words that contain similar Greek roots (e.g., telephone, telescope; photograph, autograph). Students analyze the meanings of words through knowledge of the roots and affixes.

4.LD-V.11. Identify and use playful language such as puns, jokes, and palindromes.

Example: The teacher reads aloud several examples of puns, jokes, and palindromes from Too Hot to Hoot by Marvin Terban. Students collect and create a book of their favorites, e.g., “That story about rabbits is a real hare raiser.”

4.LD-V.12. Identify the meaning of figurative language and phrases.

Example: Students work in groups to select three phrases, each an example of a different type of figurative language. For example, students act out an idiom (“you can’t teach an old dog new tricks”), metaphor (“flashing a smile”), and simile (“a face like an open book”).

4.LD-V.13. Recognize and use words with multiple meanings (e.g., sentence, school, hard) and determine which meaning is intended from the context of the sentence.

Example: Students read The King Who Rained by Fred Gwynne. They illustrate the figurative and literal meanings of common idioms and figurative phrases (e.g., “Please give me a hand.” “It’s raining cats and dogs.”) on a folded sheet of paper.

4.LD-V.14. Determine meanings and other features of words (e.g., pronunciation, syllabication, parts of speech) using intermediate-level dictionaries and thesauri.

Example: Teacher gives student a dictionary entry for a word with multiple meanings (e.g., right, free, play). Students create a sentence using each of the meanings for their word. Students then exchange their sentences and match the correct dictionary meaning with each created sentence.

Strand: Beginning Reading *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

FLUENCY

4.BR-F.1. Read aloud from familiar literary and informational text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.

Example: Teacher calls on students to read aloud during reading instruction or small group lessons. Teacher models techniques through daily read alouds. Techniques include: fluency, accuracy, comprehension, appropriate timing, change in voice and expression.

Note: Students will have met the grade K–3 standards by the end of grade 3, although teachers should continue to address the earlier standards as needed and as they apply to more difficult texts.*

Strand: Informational Text *(Continue to address earlier standards as needed and as they apply to more difficult text.)***EXPOSITORY TEXT****4.IT-E.1.** Identify the purpose and main points of a text and summarize its supporting details.

Example: Students read Christopher Columbus by Stephen Krensky. In pairs they summarize important facts about Columbus' voyage, arrival, search for gold, failure to understand the treasures on the island, and return to Spain. Then students revise, edit, and illustrate their reports and display them in the classroom or library.

4.IT-E.2. Distinguish fact from opinion.

Example: Students read a passage about President Lincoln. Students then underline the facts in red and the opinions in blue.

4.IT-E.3. Identify cause-and-effect relationships stated and implied.

Example: Students read David McCauley's The New Way Things Work, which details new machines and the latest innovations. Students identify what causes the various technologies to work.

4.IT-E.4. Identify and use knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).

Example: Using a textbook, pairs of students identify each of the textual features and its purpose (e.g., paragraphs, topic sentences, concluding sentences, glossary).

4.IT-E.5. Ask questions and support answers by connecting prior knowledge with literal and inferential information found in texts.**DOCUMENT AND PROCEDURAL TEXT****4.IT-DP.6.** Interpret information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.

Example: Students interpret a physical map of Washington D.C. including topography, waters, coastline, and climate.

4.IT-DP.7. Locate specific information from text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).

Example: Teacher gives students a list of 10 specific things they must find in a phone book (e.g., address to restaurant, phone number of the public library, a listing for a doctor, area code for Virginia, address of a post office close by, the address for City Hall).

ARGUMENT AND PERSUASIVE TEXT**4.IT-A.8.** Identify what the author is arguing or trying to persuade the reader to think or do.

Example: Teacher provides each group of students with copies of political speeches illustrating various uses of persuasive vocabulary. Students identify the persuasive vocabulary and the influence on the reader's opinions. Groups exchange speeches and compare results.

Strand: Literary Text *(Continue to address earlier standards as needed and as they apply to more difficult text.)***CONNECTION**

4.LT-C.1. Identify similarities and differences between the characters or events in a story and the experiences in an author's life.

Example: Students read excerpts from a biography of Laura Ingalls Wilder and discuss how she drew upon her personal experiences when she wrote Little House on the Prairie.

GENRE

4.LT-G.2. Distinguish among common forms of literature (poetry, prose, fiction, nonfiction, and drama) using knowledge of their structural elements.

Example: Students read a variety of materials and write a short anthology of works, including several genres of literature on an event or person in American history, or on a topic in science they have studied.

4.LT-G.3. Apply knowledge of different forms of literature as a strategy for reading and writing.

Example: After reading a variety of materials on a given subject, students write a class magazine that includes poetry, fiction, and nonfiction articles on the subject.

THEME

4.LT-T.4. Compare the moral lessons of several fables.

Example: Students show how fables were often told to teach a lesson, as in Aesop's fable The Grasshopper and the Ant. Discuss how legends were often told to explain natural history, as in the stories about Johnny Appleseed or Paul Bunyan and Babe, the Blue Ox. Students use a graphic organizer to compare the morals of various stories.

FICTION

4.LT-F.5. Explain how the plot, setting, or characters influence the events in a story, using evidence from the text.

Example: The teacher reads The Friendship by Mildred Taylor and illustrates how to make judgments about the plot, setting, characters, and events and support them with evidence from the text. Students then select a book such as The Gold Cadillac, The Well, or Let the Circle be Unbroken by Taylor, and repeat the process. Groups of students share their book with another group.

4.LT-F.6. Describe a character's traits, relationships, and feelings, using evidence from the text (e.g., thoughts, dialogue, actions).

Example: Teacher gives pairs of students excerpts from Frindle by Andrew Clements. Students describe the major character using the dialogue and actions of the character.

LITERARY NONFICTION

4.LT-LNF.7. Identify the differences in point of view between an autobiography and a biography.

Example: Students read the biography Frederick Douglass: The Black Lion by Patricia McKissack and contrast the narration with the autobiography Narrative of the Life of Frederick Douglass. Students compose an autobiography and a biography about a relative or neighbor. They note the differences in the point of view.

POETRY

4.LT-P.8. Recognize the similarities of sounds in words (e.g., onomatopoeia, alliteration, assonance) and rhythmic patterns in a poetry selection.

Example: Pairs of students are given poems with various rhythmic patterns including onomatopoeia, alliteration, and assonance. Students read the poems and identify the rhythmic pattern, then present it before the class. Classmates identify the pattern. Selections could include "The Fourth" by Shel Silverstein, "Surf" by Lillian Morrison, and "Galoshes" by Rhoda Bacmeister.

Strand: Literary Text *(continued)***POETRY (CONTINUED)**

4.LT-P.9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry (narrative poem, free verse, lyrical poem, humorous poem).

Example: Students read a range of poems from Lewis Carroll, Robert Frost, Rachel Field, and Langston Hughes and identify the structural elements and type of poetry.

DRAMA

4.LT-D.10. Identify the structural elements particular to dramatic literature, such as scenes, acts, and a cast of characters.

Example: Students read the play Peter Pan by J.M. Barrie and explain how it is organized into scenes and acts.

STYLE AND LANGUAGE

4.LT-S.11. Identify sensory details and figurative language in a story or poem.

Example: After reading a variety of poems by Jack Prelutsky, Lewis Carroll, Ogden Nash, Robert Louis Stevenson and Shel Silverstein, students select two poems and identify the sensory details and/or the figurative language used. Students incorporate these techniques into their own poems.

TRADITIONAL NARRATIVE AND CLASSICAL LITERATURE

4.LT-TN.12. Identify phenomena explained in origin myths.

Example: Students read Greek mythology, The Rebel Titan, and discuss how Prometheus stole fire from Zeus and gave it to mortals on earth.

4.LT-TN.13. Identify significant characters and events in Greek, Roman, and Norse mythology that have influenced English vocabulary.

Example: Students read mythology and make connections to English words (e.g., "Hercules" and "herculean," "Mercury" and "mercurial").

Strand: Research *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

4.R.1. Identify and apply steps in conducting and reporting research.

- Define the need for information and formulate open-ended research questions.
- Initiate a plan for searching for information.
- Locate resources.
- Evaluate the relevance of the information.
- Use computer input devices effectively (e.g., keyboard, touch screens, glide pads, mouse, launch-and-quit applications).
- Interpret, use, and communicate the information.

Example: Students read Rudyard Kipling's account of how the alphabet came to be in the Just So Stories and ask, "Where did our alphabet really come from?" The class lists possible sources of information such as books to read, and electronic media to read and view. One group of students goes to the library/media center for books about the invention of writing; another group looks up "alphabet" in a primary encyclopedia CD. Having collected information from two sources, students decide which information is most relevant, accurate, and interesting.

Strand: Writing (Continue to address earlier standards as needed and as they apply to more difficult text.)

IMAGINATIVE WRITING

4.W-I.1. Write stories that organize plot events in an order that leads to a climax.

Example: Students write an imaginative story in which they become a character in their favorite book. The plot is organized and leads to a climax.

4.W-I.2. Write short poems that contain sensory details and follow some of the conventions involved in writing, including rhyme, meter, and the patterns of verse forms.

Example: Students read a selection of poems from The New Kid on the Block by Jack Prelutsky and adapt a starter poem by writing about other ways to eat pickles or substitute pickles with jellybeans, bananas, or potato chips:
Almost every afternoon,
I eat pickles with a spoon,
Every evening right at six,
I eat pickles stacked on bricks.

EXPOSITORY WRITING

4.W-E.3. Create paragraphs that

- establish and support a central idea in a topic sentence at or near the beginning of the paragraph;
- include supporting sentences with simple facts, details, and explanations;
- include a concluding statement that summarizes the points; and
- are indented properly.

Example: Students develop a chapter book around how to have a safe vacation, with chapters on safe swimming, safe games, and other issues of safety. They create paragraphs that include simple facts and details.

4.W-E.4. Write summaries of information gathered through research that include relevant facts and details.

Example: Students write a summary explaining the data gathered from experiments and various sources on an assigned topic. Students organize the summary into indented paragraphs with a topic sentence, supporting sentences, and a conclusion statement that summarizes the explanation.

4.W-E.5. Write interpretations or explanations of a literary or informational text that organize ideas and use evidence from the text as support.

Example: Students read and interpret One World, Many Religions by Mary Pope Osborne, using evidence from the text to support their interpretations.

4.W-E.6. Write personal and formal letters that

- use appropriate language for different audiences (other students, parents) and purposes (letter to a friend, thank you note, invitation) and
- include the date, salutation, body, closing, and signature.

Example: Students write a letter to the mayor, inviting him/her to a school performance, fundraiser, or other special event.

REVISION

4.W-R.7. Revise writing to improve word choice (using dictionaries, thesauri) and level of detail after determining what could be added or deleted.

Example: Students re-examine previously written essays, then revise the writing to improve sentence formation and word choice.

Strand: Media *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

4.M.1. Compare stories in print with their filmed adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings.

Example: Students describe the differences and similarities in the way author E.B. White portrays Stuart Little in print and the way animators portray the character in a filmed version. They discuss the words White uses to describe Stuart and the degree to which the animators' visualization captures the spirit of the original text. Students discuss the advantages of reading a description and imagining how a character looks, speaks, and moves and the advantages of viewing a film, where details have been supplied by the director, animators, and actors.

4.M.2. Create presentations using audio recordings of poems and/or stories.

Strand: English Language Conventions *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

4.EL.1. Identify four basic parts of speech (adjective, noun, verb, adverb).

4.EL.2. Identify and use correct punctuation, including dates, locations, and addresses; apostrophes in possessives and contractions; and underlining, quotations, or italics to identify titles.

4.EL.3. Capitalize names of magazines, newspapers, works of art, musical compositions, names of organizations, and the first word in quotations.

4.EL.4. Identify and employ correct usage for

- regular and irregular verbs,
- adverbs,
- prepositions and coordinating conjunctions, and
- comparative and superlative adjectives.

4.EL.5. Combine short related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.

4.EL.6. Spell

- syllable constructions (closed, open, consonant before);
- base words, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-; and
- contractions, compounds, and common homophones (hair-hare, bear-bare, pail-pale).